

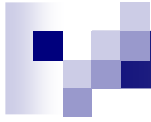


FFY 2011

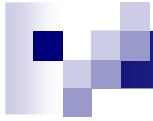
Why to Join a Title III Consortium

Government of the District of Columbia
Office of the State Superintendent of Education (OSSE)

June 22, 2011
June 27, 2011

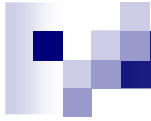


Why should my LEA join a Title III Consortium?



Objective

- Local Education Agencies with a Title III Preliminary allocation will understand how to access funding by joining in consortium with other LEAs in order to further support English Learner students' achievement



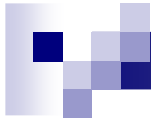
Agenda

- I. Purpose of ESEA Title III, Part A Subgrants
- II. Purpose of Title III Consortia
- III. Inclusiveness of ELs
- IV. Meaningful programming facilitated by Title III, Part A
- V. Requirements of Title III, Part A Subgrants



ESEA: Title I and Title III

Both Titles hold State Educational Agencies (SEAs), Local Educational Agencies (LEAs), and schools accountable for improving the English proficiency and academic achievement of EL students.



Purpose of Title III Subgrants

Title III subgrants exist to guarantee Limited English Proficient (LEP) children, including immigrant children and youth, develop English proficiency and that these students meet the same academic achievement and core academic content standards that all students are expected to attain.

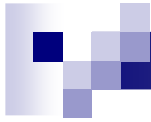
[Section 3102]

Title III funds provide additional support for LEAs to ensure English Learners meet the expectation to which they are already held by Title I.



Consortia Overview

- To be eligible to receive Title III funds, LEAs must qualify for a \$10,000 award based on a per pupil allotment.
- LEAs that do not have enough eligible EL students to qualify for funding on their own may enter into consortia with other LEAs in order to access Title III funds and support their EL program.



Goals for FFY11 Title III Consortia

■ Encompassing

- FFY11 Consortia will reach the maximum number of DC's EL students served by LEAs eligible for Title III funds

■ Meaningful

- FFY11 Consortia will implement substantive programming for LEP students

■ Purposeful

- FFY11 Consortia will fulfill the purposes of the ESEA Title III, Part A grant by implementing meaningful programs that will support ELs in meeting English Language Proficiency and state content standards.



Examples of Consortia

- Suffolk, NY Title III Consortium

- The Consortium, comprised of 29 school districts in Suffolk County, aims to assist LEP/ELLs in meeting the New York State learning standards through the integration of instructional technology. ESL Teachers in participating districts receive equipment, educational software, subscriptions to online resources as well as the professional development needed to successfully incorporate instructional technology into classrooms serving LEP students. In addition participants receive training in interpreting and analyzing New York State ELA, Math and NYSESLAT data to inform their instruction and support the academic achievement of LEP/ELLs.

Annually, the Suffolk Title III Consortium's teachers participate in a "Celebration of Learning Experiences". Teachers share and demonstrate learning experiences and lesson plans they developed with the technology and software for which they had received professional development during the school year. These learning experiences/lesson plans are then compiled into booklets made available online.

- Stafford Township School District Title III Consortium

- Nine districts in Southern Ocean County have [formed a consortium] and pooled their monies to provide extended benefits for students in need.



Suffolk, NY Title III Consortium

■ Purposeful

- “The Suffolk Title III Consortium was formed to assist the English as a Second Language (ESL) programs...in order to improve the instruction of LEP students in grades K-12. “

■ Meaningful

- “...incorporating technological applications into ESL strategies/tasks to differentiate instruction for heterogeneous groups of limited English proficient students.”
- “...assisting teachers in interpreting and analyzing the data for both the New York State ELA and Mathematics assessments, which have been proven to be effective in assisting teachers to support academic achievement of LEP/ELLs.”
- “...starting in 2010-11, incorporating the Common Core Standards into instruction will be included in professional development sessions.”

■ Encompassing

- “...in the 29 component districts...”



Stafford Township School District Title III Consortium

■ Purposeful

- ... pooled their monies to provide extended benefits for students in need...

■ Meaningful

- This Title III consortium has pooled its resources to establish a “Lending Library” which has been set up in the Education Center of Stafford Township School District . In this library, samples of all materials and descriptions of all instructional practices utilized in each district are maintained and may be borrowed by parents/guardians and staff from any district participating in the consortium.

■ Encompassing

- ...Nine districts in Southern Ocean County...



Title III allows subgrantees to enter into consortia in order to reach the maximum number of ELs and Immigrant Children and Youth in a given state.



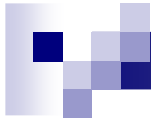
English Learners

■ State Definition:

- (a) Identified as Linguistically and Culturally Diverse by the Home Language Survey
- (b) Did not demonstrate English Language Proficiency on screener assessment (WAPT, KWAPT, or Pre-IPT)

Encompasses both students who are just beginning to learn English (often referred to in federal legislation as "limited English proficient" or "LEP") **and** those who have already developed considerable proficiency. The term underscores the fact that, in addition to meeting all the academic challenges that face their monolingual peers, these students are mastering another language

[<http://ceee.gwu.edu/ELLs/ELLs.html>]

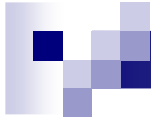


Immigrant Children and Youth

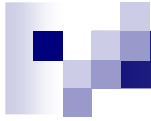
- Definition:

- (a) Are aged 3 through 21
- (b) Were not born in any State, and
- (c) Have not been attending one or more schools in any one or more States for more than three full academic years

(section 3301)



Title III subgrants are designed to Facilitate Meaningful Programming for ELs



Allocations Formula

FFY2011 Figures

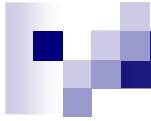
- Total Grant Award: \$723,682.00
- State Administration: \$175,000
- Significant Increase in Immigrant Children and Youth Program: \$10,000
- LEA Allocation: \$ 538,682.00
- DC EL Student Count: 7,505
- DC EL Per Pupil Allocation: \$71.78



All the ways Title III funds can be used to support LEA Activities

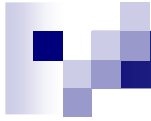
A few activities are required as a foundation of Title III Programming:

- Provide high quality, research based, language instruction educational programs that are effective in increasing English proficiency and academic achievement of LEP students
- Provide high quality, researched based professional development to teachers, administrators and other school/community based organizations, of sufficient intensity and duration



Additional Allowable Activities

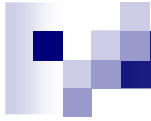
- Upgrading program objectives and effective instructional strategies
- Identifying, acquiring, upgrading curricula, instructional materials, educational software and assessment procedures
- Providing tutorials and intensified instruction
- Developing and implementing Language Instruction Educational Programs coordinated with other relevant services and programs



Additional Allowable Activities

- Improving the English proficiency and academic achievement of LEP students
- Providing community participation programs, family literacy services and parent outreach and training to LEP students and their families
- Improving the instruction of LEP students
- Carrying out other activities consistent with the purposes of Title III, section 3115

[section 3315 (d)]



Examples of Generally Allowable Costs

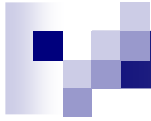
- Purchase educational material and supplies to support the bilingual/ESL program, supplementing core EL program
- Fund sustained professional development opportunities for staff on the teaching and learning of EL students
- Fund after-school or Saturday programs for EL students
- Sponsor parent involvement activities and classes for parents of EL students
- Translate materials to keep EL parents informed of school policies, information and activities
- Purchase computer software for use by EL students and their teachers



Supplement not Supplant

- Each LEA receiving Title III funds is subject to the Supplement not Supplant provision
- SUPPLEMENT, NOT SUPPLANT -- Federal funds made available under this subpart shall be used so as to supplement the level of Federal, State, and local public funds that, in the absence of such availability, would have been expended for programs for limited English proficient children and immigrant children and youth and in no case to supplant such Federal, State, and local public funds.
- "...the use of State or subgrantee Title III funds to provide core language instruction educational programs, including providing for the salaries of teachers who provide those core services for LEP students, would violate the supplement not supplant provision in section 3115(g) of the Act, as such services are required to be provided by States and districts regardless of the availability of Federal Title III funds."

[USDE Memo to Chief State School Officers, October 2, 2008]



2% Administrative Cap

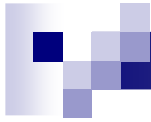
- Each LEA receiving Title III funds may use not more than 2% of the funds for the cost of administering the grant
- The 2% cap includes both direct and indirect costs



Compliance:

Title III Consortium

Programmatic and Fiscal Responsibilities



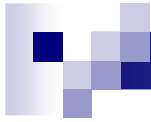
Consortia Member Responsibilities

- Designate a lead Fiscal Agent
- Develop a memorandum of understanding or arrangement outlining how the Consortium will meet all Title III requirements
 - AMAOs and subsequent participation in improvement plans, where needed
 - Parental notifications
 - Collaborate to develop a Local Plan in accordance with section 3116
- Collaborate to generate a Phase II consolidated LEA application for the Title III, Part A section
- Agree to biennial evaluation by the SEA



Fiscal Agent Responsibilities

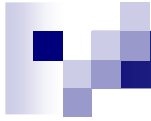
- Ensure consortium members fulfill fiscal and programmatic responsibilities
- Submit the Consortium Form to the OSSE, signed by each LEA consortium member
- Submit the Phase II Consolidated Application, Title III section, to the OSSE for approval
- Comply with OSSE payment procedures
- Submit reimbursement requests on behalf of consortium members and distribute funding accordingly



Annual Measurable Achievement Objectives (AMAOs)

- ❑ Set targets for annual increases in the number or percentage of students making progress in learning English
- ❑ Set targets for annual increases in the number or percentage of students attaining English language proficiency
- ❑ Incorporate Adequate Yearly Progress (AYP)

[section 3122 (a)]



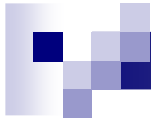
AMAO Targets

Previous Targets (2010-2011)

- AMAO 1 Progress: 55% of EL students make .6 levels of growth
- AMAO 2 Attainment: 14% of EL students attain English Language Proficiency
- AMAO 3 AYP: 70%+ students are proficient or advanced in math and reading or meet safe harbor requirements

Current Targets (2011-2012)

- AMAO 1 Progress: 60% of EL students make .6 levels of growth
- AMAO 2 Attainment: 15% of EL students attain English Language Proficiency
- AMAO 3 AYP: 85%+ students are proficient or advanced in math and reading or meet safe harbor requirements



AMAO Determinations for Consortia

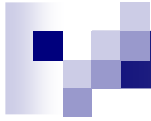
- The OSSE aggregates data from all LEAs in a consortium to determine if the consortium as whole met each of the Title III AMAOs
- To determine Consortium Progress and Attainment, the previous year's test scores for all students in the Consortium are compared with the current year's test scores
- To determine Consortium AYP, the AYP determinations are aggregated for each Consortium member for the LEP subgroup on the DC CAS



AMAO Accountability Provision

- ❑ After 2 consecutive years of not meeting targets:
 - ▶ entity develops improvement plan
 - ▶ receives technical support from the state
- ❑ After 4 consecutive years of not meeting targets:
 - ▶ entity required to modify curriculum, program or method of instruction
 - ▶ Funding determination made
 - ▶ Educational personnel relevant to failure to meet AMAOs replaced

[section 3122 (b)]



Parent Notification Requirements

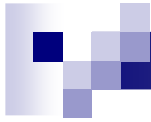
- Within 2 weeks of initial identification as EL student
- Not later than 30 days after the beginning of the school year for EL students participating in an EL program
- If failed to meet Annual Measurable Achievement Objectives (AMAOs), within 30 days of determination of failure
- All notifications must be in an understandable and uniform format, and to the extent practicable in a language the parent can understand

[section 3302 (a), (b), (c), (d)]



Local Plan Requirements

- (1) Describe programs and activities to be developed, implemented and administered
- (2) Describe how funds will be used to meet Annual Measurable Achievement Objectives (AMAOs)
- (3) Describe how schools will be held accountable for meeting AMAOs, AYP and annually assessing for English Language Proficiency (ELP)
- (4) Describe how parental and community participation in LEP programs will be promoted
- (5) Assure consultation with teachers, researchers, administrators, parents and other stakeholders in development of plan
- (6) Describe how programs will ensure LEP students develop English proficiency




LEA Required Data Elements for Collection, Maintenance and Reporting

- Home language of LEP students
- Country of origin of LEP students
- Number of LEP students
- Number of LEP students assessed for ELP
- Performance of LEP students on ELP assessment
- Number of Monitored Former LEP students, in year 1 and year 2 of Monitoring Services
- Monitored Former LEP students who have re-entered EL services
- LEP parent waivers from EL program services
- Number of immigrant children and youth
- Teacher information (# in EL programs and credentials)
- Professional development data (type of PD and # of teacher, administrator, school personnel and community participants)
- Type of Language Instruction Educational Program



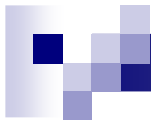
How will OSSE support Title III Consortia?



OSSE will support FFY11 Title III
Consortia by providing fiscal
management support and assisting
eligible LEAs to select a consortium that
best fits their needs.

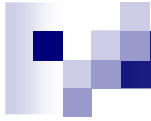
OSSE will ...

- ☐ Facilitate the consortium selection process
- ☐ Provide a contracted fiscal agent for consortia



Timeline and Expectations

Date	Action
June 22 – Webinar June 27 – Webinar June 30 – On Site	Program representatives from LEAs with a Preliminary Title III allocation attend a webinar or on-site informational meeting to learn the purpose and benefits of entering into consortia
Friday, July 1	OSSE notifies all LEAs that submitted a “Notice of Intent to Enter Consortium” of complete list of eligible LEAs with whom to join in consortia
Friday, July 8 2:00 – 4:00 PM	All LEAs that submitted a “Notice of Intent to Enter Consortium” attend a meeting to brainstorm possible consortium collectives
Monday, August 1	Deadline for consortia to notify OSSE of consortium members and lead member by submitting a Memorandum of Understanding amongst members
July 12 – July 21	Consortia attend working sessions to receive assistance completing the Consolidated Application
Friday, September 30	Fully Approvable Phase II Consolidated Application due



Steps for Consortia Formation

1. Ensure your combined funding allocation meets the \$10,000 threshold
2. Consult with other LEAs that have indicated an intent to enter into consortium for Title III funds
3. Choose a group of LEAs to form a consortium
4. Determine which LEA will serve as the fiscal agent
5. Complete and submit Title III Consortium MOU to OSSE by August 1, 2011
6. Collaborate to complete one Consortium Title III Plan, Consortium Title III portion of the LEA Consolidated Application and accompanying Consortium Title III budget
7. Ensure the Consortium Fiscal Agent submits the Form, Application and Budget to OSSE by September 11, 2011



Questions?

Please do not hesitate to contact us!

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